



# Pupil Premium Report 2024/2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils <i>October 2023 census</i>	FSM 16% (30 children) Service 0.5% (1 children) PLA 1% (2 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024/2025
Date this statement was published	May 2023
Date on which it will be reviewed	May 2025
Statement authorised by	Joanne O'Connor
Pupil premium lead	Joanne O'Connor
Governor lead	

## Funding overview 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£49,880
Recovery premium funding allocation this academic year	£0
Pupil premium carried forward	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	49,880

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

#### **Pupil Premium Funding**

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2024/2025:

- £1,480 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £340 per service pupil eligible in the last 6 years.
- £2,570 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

#### **Rationale for Pupil Premium Spending 2023-2024/2025**

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding as appropriate.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To ensure pupils eligible for pupil premium have access to quality first teaching and support from well-trained adults to meet their social, emotional and academic needs.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Pay for swimming, after school clubs and school trips so that the children can fully participate without additional pressure placed on families, and therefore raise their self-esteem and life experiences.
- Give opportunity to access other agencies such as Play Therapy/OT/Speech Therapy when necessary.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

### **Strategy for the school's use of Pupil Premium Grant**

The funding received from PPG will be used under the direct strategic leadership of the Headteacher to ensure pupils are identified promptly and appropriate support put in place. Additional responsibilities:

Senior Administrative Officer:

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding through monthly reports to governors.

Class teachers:

- Identify and list pupils in each class
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Use monthly Spot Check pro-forma to report monthly to Headteacher any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Attend training to further develop quality first teaching.

Governors:

Governors review and monitor the impact of pupil premium funding. They receive a written report of PP spending at each Governors meeting in the Headteacher's report.

Progress and impact of pupil premium funding on attainment are monitored by the Governor Data Committee who meet at two milestone points during the school year.

### **Key Principles**

We provide a culture where:

- We deliver a mastery curriculum where all children can achieve
- We believe children's emotional well-being is a pre-cursor to academic achievement
- Underperformance is challenged and interventions are planned to overcome barriers
- A growth mindset is vital to enable children to become 'Visible learners'
- Staff are involved in the analysis of data so they are fully aware of the strengths and weaknesses across the school
- A wide range of data is used- achievement data, pupil's work, observations, learning walks, staff, parent and pupil voice
- Quality First Teaching is expected at all times so that all children receive at least good teaching, with increasing evidence of outstanding teaching
- LSAs are supported by teachers and the SENCo to deliver interventions that have a measurable impact from relative starting points.
- We will work with other agencies to bring in additional expertise
- Regular feedback about performance is given to parents with the opportunity for

teachers to meet with parents more frequently if required.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge <i>based on assessments, observations and discussions with pupils and parents</i>
1	Some PP children enter school with underdeveloped characteristics of key learning behaviours including curiosity and willingness to 'have a go'. This impacts all areas of the curriculum in EYFS and KS1.
2	Some PP children require social and emotional support and this can impact on behaviour and attitudes towards learning. This can negatively impact their development as readers (phonics and comprehension), writers (including poor fine motor control) and mathematicians.
3	Some PP children enter school with low prior attainment resulting in gaps in key skills in oral language development and vocabulary gaps.
4	Some PP children's home learning environments lack support for children's homework/school activities and events and provide limited enrichment opportunities outside school.
5	Some parents are reluctant to seek support from school, Family Support Services (FSS) or Parent Support Advisor (PSA).
6	Some PP children have low attendance which impacts their life chances.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY.	PP children will feel safe, secure and understand their emotions at an age appropriate level, therefore able to join in learning. PP children attend school clubs enabling them to develop their social and emotional intelligence including access to cultural capital (trips/theatre visits etc.)
Higher rates of progress from relative starting points for pupils with lower prior attainment in reading, writing and maths	% PP children achieve ARE/ARE+ in reading, writing and maths at the end of KS1. % PP children who pass the phonics screening in Year 1 will be in line with all

	pupils. Targeted support will be available to meet specific barriers to learning ensuring that children make measured progress relative to their starting points.
Strong parental support and engagement with school.	PP children read regularly at home and complete homework tasks. Parents attend school meetings/events. Parents feel confident to seek support when required from school or external agencies such as FSS or PSE. Parents understand that low attendance will be challenged.
All children will receive Quality First Teaching and interventions led by trained teachers/staff Emotional wellbeing supported through My Happy Mind and ELSA Strong parental support and engagement with school	Barriers are quickly identified and appropriate interventions enable children to make progress at least relative to their starting points. Children will learn how to recognise and manage their wellbeing.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 school uses Primary Behaviour Support Service

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD What are behaviours telling us?  Strategies shared with parents so shared approach from school and home	Maslow's hierarchy of needs indicates that if children's are not met they will not make progress.	All

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £22800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions with LSAs, planned and impact measured by class teachers, SENCo and SMT. Support for reading, phonics, handwriting and maths. Individual BRP intervention £800	EEF Toolkit evidence states that small group tuition has moderate impact for low cost (+4 months) School evidence is measured in monthly spotcheck analysed by SMT and SENCo.	1 2 3 4 6
Speech & Language Therapy from professional agency £12000	EHCP School action targets	2 3 4 6
ELSA training for 2 additional members of staff and supervision sessions from April 2024 £10000	To support the emotional wellbeing of children in school (Sheila Burton Educational Psychologist)	123

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind £1890 ELSA £17240	Maslow's hierarchy of needs. EEF recommendation Improving Social and Emotional Learning in School links to positive outcomes in later life.	1 2
Parent Support Advisor £870	Following guidance from Hampshire Safeguarding Children Partnership (HSCP) Threshold Chart	5 6
Funding Support for families: Milk £1000 After school/holiday clubs £3000 Trips and events £3000	As above 100% of children enjoy coming to school and have equal access to all learning and social opportunities, develop their self-esteem and grow in confidence	All

Total budgeted cost: £49,880

## Part B: Review of the previous academic year 2023-2024

### Pupil premium strategy outcomes

To be published July 2025

Intention	Implementation	Impact	Cost																																																																																							
Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY	<p>Quality First Teaching</p> <p>ELSA Support=£17055            ➤ Small group            ➤ 1:1</p> <p>My Happy Mind=£1764</p> <p>Parent Support Advisor=£299.85 (to Aug 2023)</p> <p>Play Therapy            ➤ 1 child=£60</p>	<p>END OF YEAR 2023/2024</p> <p>Y2 8 children (including 1 child from Ukraine)</p> <table border="1"> <thead> <tr> <th colspan="2">Met end of KS1 expectations</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> </tr> <tr> <td>W</td> <td>50%</td> </tr> <tr> <td>M</td> <td>38%</td> </tr> </tbody> </table> <p>Y1 14 children</p> <table border="1"> <thead> <tr> <th colspan="2">Met end of Year 1 expectation</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>33% and 7% exceeded</td> </tr> <tr> <td>W</td> <td>20%</td> </tr> <tr> <td>M</td> <td>40%</td> </tr> </tbody> </table> <p>Year R 44% achieved Good Level of Development</p>	Met end of KS1 expectations		R	50%	W	50%	M	38%	Met end of Year 1 expectation		R	33% and 7% exceeded	W	20%	M	40%	£19178.85																																																																							
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Higher rates of progress from relative starting points for pupils with lower prior attainment in reading, writing and maths	<p>Quality First Teaching Training</p> <p>Small group interventions</p> <p>Phonics interventions</p> <p>SNA/LSA            ➤ Small groups            ➤ 1:1</p>	<p>Y2 7 children (excluding child from Ukraine who did not start until 2023)</p> <table border="1"> <thead> <tr> <th rowspan="2">End EY Score 1</th> <th colspan="3">End of KS1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>25%</td> <td>75%</td> <td>25%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">End EY Score 2</th> <th colspan="3">End of KS1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>100%</td> <td></td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>66%</td> <td></td> </tr> </tbody> </table> <p>Y1 14 children in total</p> <table border="1"> <thead> <tr> <th rowspan="2">End EY Score 1</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>82%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>100%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">End EY Score 2</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>11%</td> <td>78%</td> <td></td> </tr> </tbody> </table> <p>1 Service</p> <table border="1"> <thead> <tr> <th rowspan="2">End EY Score 1</th> <th colspan="3">End of Year 1</th> </tr> <tr> <th>1 ch</th> <th>On track</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	End EY Score 1	End of KS1			1 ch	On track	Accelerated Progress	Reading	20%	60%	40%	Writing	20%	80%	20%	Maths	25%	75%	25%	End EY Score 2	End of KS1			1 ch	On track	Accelerated Progress	Reading	50%	100%		Writing	50%	100%		Maths	33%	66%		End EY Score 1	End of Year 1			1 ch	On track	Accelerated Progress	Reading	8%	67%	33%	Writing	9%	82%	18%	Maths	20%	100%		End EY Score 2	End of Year 1			1 ch	On track	Accelerated Progress	Reading	50%	50%	50%	Writing	50%	100%		Maths	11%	78%		End EY Score 1	End of Year 1			1 ch	On track	Accelerated Progress					£21026.73
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		Reading	100%	100%		
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Enrichment Opportunities to develop self-esteem: • Clubs • Special events	Swimming lessons ➤ 40 children=£854.76 Zoolab ➤ 14 children=£130.20 Windsor Castle ➤ 26 children=£534.20 TAFF Events ➤ 54 children= £270 Fleet Pond ➤ 26 children=£88.40 Drama Workshops ➤ 47 children=309.80 Chicks in school ➤ 9 children=£43.65 Pantomime ➤ 31 children=£333.25 Internet safety workshops ➤ 36 children=£545 Jam Coding ➤ 7 children=£371.15 Boogie Pumps ➤ 21 pupils=£1443.50 Supersportz ➤ 8 pupils=£474	100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.				£5397.91
Milk	18 pupils	Children are able to access a valuable source of nourishment enabling them to thrive.				£971.13
Speech Therapy	1:1 sessions ➤ 3 children= £8909.80	100% of children met S&L targets				£8909.80
Uniform	Book bags ➤ 8 children=£36.80	100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.				£36.80
Leavers Hoodies	18 pupils=£393.43	100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.				£393.43
<b>TOTAL</b>					<b>£55914.65</b>	

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information

Measure	Details	Impact
How did you spend your service pupil premium last academic year (1 child)	See above	On track at end of Y1 from end EY